# WRITING ASSESSMENT PROGRAM 1988

## PRELIMINARY REPORT
## GRADE 4 TEST DATA
## FRENCH IMMERSION SCHOOLS

Manitoba
Education

89-01482/

# MANITOBA WRITING ASSESSMENT 1988

## GRADE 4

## PRELIMINARY REPORT

## FRENCH IMMERSION SCHOOLS

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
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# PREFACE

This Preliminary Report is the first of three reports on the findings of the 1988 Writing Assessment. It contains a summary of student performance for the provincial sample as a whole. No individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. As well, this report will include analyses of the comparison testing and the teacher questionnaire. A Summary Report will also be prepared for wider dissemination than the Final Report.

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# CHAPTER 1

## TEST CONTENT AND SCORING

The 1988 grade 4 Writing Assessment test was administered throughout the province during the first two weeks of May, 1988. A systematic random sample consisting of 14% of all students enrolled in grade 4 Language Arts in French Immersion programs was drawn. The returned sample totalled 210 papers.

The test consisted of two writing tasks. The first task, Story Writing, required students to construct a story around the event of finding a box on the way to school. The second task, Report Writing, required students to write a report on an animal on the basis of research they had already done.

Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score) and Analytic Marking Scales (nine scores). Thus, each student paper was assigned ten different scores for each written product.

General Impression Marking (GIM) is a judgement about the overall quality of a student's writing, given the purpose of the writing, the audience to which the writing was addressed, and the performance expectations at that grade level. Each written product from each student was read quickly by two different raters for a general reaction. Each rater assigned a score of 1 (low) to 6 (high). (Zero was assigned if there was insufficient material on which to base a judgement.) If the scores of the two raters did not differ by more than one point, the two scores were added together to give a final GIM score.

If the scores of the two raters did differ by more than one point, the paper was read for a third time by an adjudicator. (Adjudicators were scorers chosen because of their experience in doing this type of marking.) In the adjudicated cases the final GIM score was obtained by applying the following rules:

(1) If the adjudicator's rating was midway between the first two ratings, then the adjudicator's score was added to the average of the first two scores.

(2) Otherwise, the adjudicator's score was added to the closer of the other two scores.

Like general impression marking, the Analytic Scales are quick, qualitative judgements about the effectiveness of a piece of writing. Analytic Scales, however, are measures of the effectiveness of particular qualities of a paper. For the provincial writing assessment, nine different qualities were selected for testing:

1. Organization and Sequence
2. Wording and Style
3. Focus or Theme
4. Ideas
5. Choice of Details and Elaboration of Ideas
6. Sentence Structure
7. Usage
8. Punctuation and Capitalization
9. Spelling

A paper was assigned a score between 1 (low) and 6 (high) for each of the nine qualities. Zeros were assigned if there was insufficient material on which to base a judgement.

# CHAPTER 2

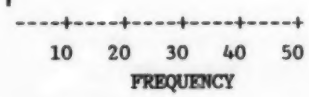
## RESULTS OF STORY WRITING

This chapter presents a summary of the scores assigned on the story writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 3 contains four sample stories along with the marks assigned by the provincial scorers.

### General Impression Marking

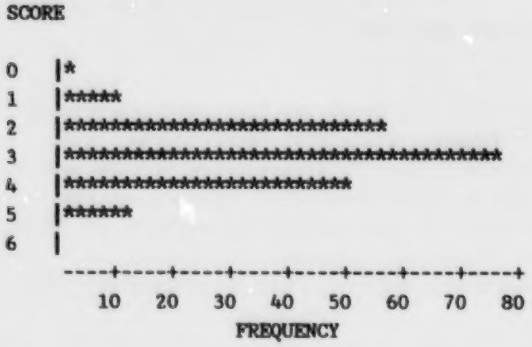
| G.I.M. SCORES (TWO SCORES COMBINED) | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | * | 2 | 2 | 1.0% | 1.0% |
| 1 | | 1 | 3 | 0.5 | 1.4 |
| 2 | * | 2 | 5 | 1.0 | 2.4 |
| 3 | ***** | 10 | 15 | 4.8 | 7.1 |
| 4 | ******** | 16 | 31 | 7.6 | 14.8 |
| 5 | ********************** | 43 | 74 | 20.5 | 35.2 |
| 6 | **************************** | 50 | 124 | 23.8 | 59.0 |
| 7 | *************** | 28 | 152 | 13.3 | 72.4 |
| 8 | ***************** | 32 | 184 | 15.2 | 87.6 |
| 9 | ******* | 14 | 198 | 6.7 | 94.3 |
| 10 | **** | 8 | 206 | 3.8 | 98.1 |
| 11 | * | 3 | 209 | 1.4 | 99.5 |
| 12 | | 1 | 210 | 0.5 | 100.0 |




Mean: 6.27
Standard Deviation: 1.99

## Analytic Marking

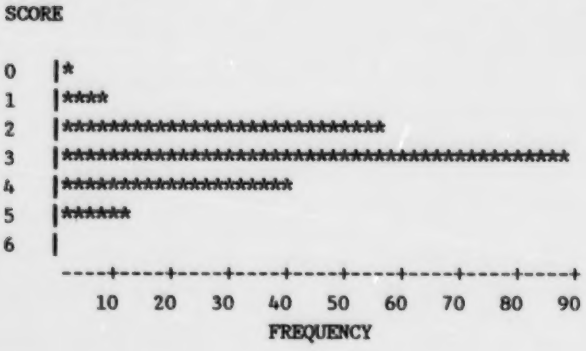
### 1. ORGANIZATION AND SEQUENCE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 10 | 12 | 4.8 | 5.7 |
| 2 | 57 | 69 | 27.1 | 32.9 |
| 3 | 77 | 146 | 36.7 | 69.5 |
| 4 | 51 | 197 | 24.3 | 93.8 |
| 5 | 13 | 210 | 6.2 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 2.97
Standard Deviation: 1.02

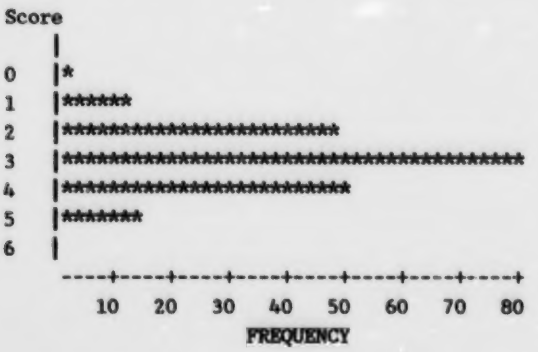
### 2. WORDING AND STYLE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 8 | 10 | 3.8 | 4.8 |
| 2 | 57 | 67 | 27.1 | 31.9 |
| 3 | 88 | 155 | 41.9 | 73.8 |
| 4 | 41 | 196 | 19.5 | 93.3 |
| 5 | 13 | 209 | 6.2 | 99.5 |
| 6 | 1 | 210 | 0.5 | 100.0 |

Mean: 2.96
Standard Deviation: 1.00

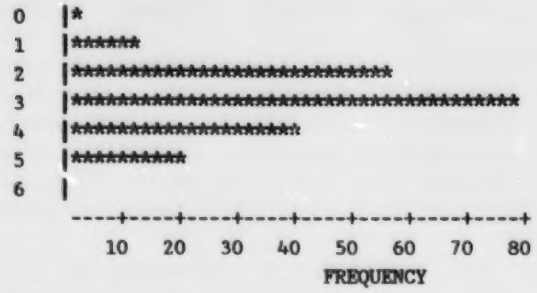
### 3. FOCUS OR THEME




| Score | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 12 | 14 | 5.7 | 6.7 |
| 2 | 49 | 63 | 23.3 | 30.0 |
| 3 | 81 | 144 | 38.6 | 68.6 |
| 4 | 51 | 195 | 24.3 | 92.9 |
| 5 | 15 | 210 | 7.1 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 3.01
Standard Deviation: 1.04

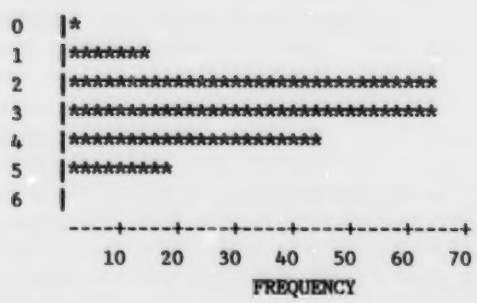
## 4. IDEAS




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 12 | 14 | 5.7 | 6.7 |
| 2 | 57 | 71 | 27.1 | 33.8 |
| 3 | 78 | 149 | 37.1 | 71.0 |
| 4 | 41 | 190 | 19.5 | 90.5 |
| 5 | 20 | 210 | 9.5 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 2.97
Standard Deviation: 1.08

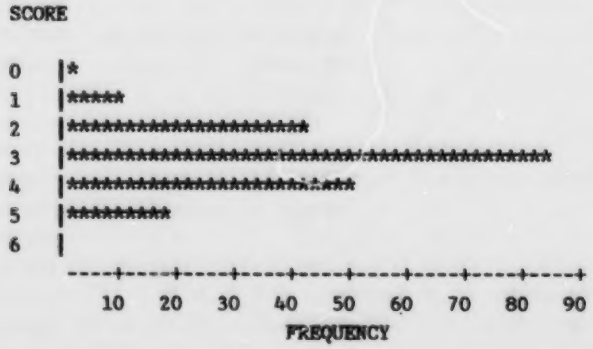
## 5. CHOICE OF DETAIL/ELABORATION




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 14 | 16 | 6.7 | 7.6 |
| 2 | 65 | 81 | 31.0 | 38.6 |
| 3 | 65 | 146 | 31.0 | 69.5 |
| 4 | 45 | 191 | 21.4 | 91.0 |
| 5 | 19 | 210 | 9.0 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 2.92
Standard Deviation: 1.11

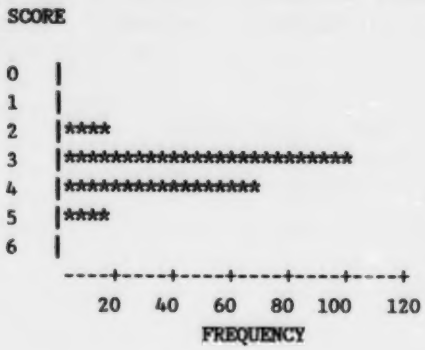
## 6. SENTENCE STRUCTURE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 11 | 13 | 5.2 | 6.2 |
| 2 | 42 | 55 | 20.0 | 26.2 |
| 3 | 85 | 140 | 40.5 | 66.7 |
| 4 | 51 | 191 | 24.3 | 91.0 |
| 5 | 19 | 210 | 9.0 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 3.09
Standard Deviation: 1.05

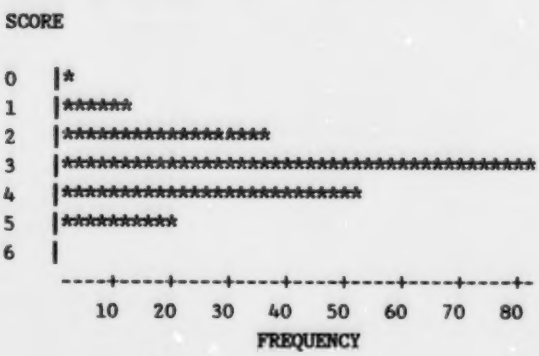
## 7. USAGE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 3 | 3 | 1.4 | 1.4 |
| 1 | 2 | 5 | 1.0 | 2.4 |
| 2 | 18 | 23 | 8.6 | 11.0 |
| 3 | 103 | 126 | 49.0 | 60.0 |
| 4 | 68 | 194 | 32.4 | 92.4 |
| 5 | 16 | 210 | 7.6 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 3.33
Standard Deviation: 0.88

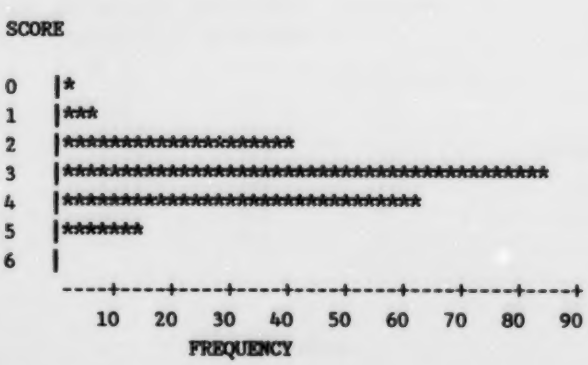
## 8. PUNCTUATION AND USE OF CAPITALS




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 3 | 3 | 1.4% | 1.4% |
| 1 | 12 | 15 | 5.7 | 7.1 |
| 2 | 37 | 52 | 17.6 | 24.8 |
| 3 | 83 | 135 | 39.5 | 64.3 |
| 4 | 53 | 188 | 25.2 | 89.5 |
| 5 | 21 | 209 | 10.0 | 99.5 |
| 6 | 1 | 210 | 0.5 | 100.0 |

Mean: 3.13
Standard Deviation: 1.10

## 9. SPELLING




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 3 | 3 | 1.4% | 1.4% |
| 1 | 7 | 10 | 3.3 | 4.8 |
| 2 | 40 | 50 | 19.0 | 23.8 |
| 3 | 84 | 134 | 40.0 | 63.8 |
| 4 | 62 | 196 | 29.5 | 93.3 |
| 5 | 14 | 210 | 6.7 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 3.13
Standard Deviation: 1.00

# CHAPTER 3

## SAMPLES OF STORY WRITING

This chapter contains four sample products on the story writing task. This task required students to construct a story around the event of finding a box on the way to school. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 2 presents a summary of the results on this task for the provincial sample.

**SAMPLE 1**

My Fortune Teller

As I left home one morning for school I found a box. It was about the size of a telephone box, small enough to fit under my arm, and it was decorated. On the top there was a small crystal ball. There was also a speaker and five flashy buttons. One was pink, another green, the third button was yellow, the next orange, and the last one was blue. On one side there was a slot, and the rest was black with flourescent pink stripes and silver sparkles. I stared at it for a while, then picked it up and headed for school.

Once I got to the intersection closest to the school, I hid the box in my jacket and zipped my jacket up. I didn't want the grade one and twos to see it because they would tell the street patrol about it and she would probably make me show it to them and let them hold the box but they might break it.

By the time I got to my class it was 8:57. Three more minutes untill the second bell rings, I thought. I walked over to Shelley's (a girl in my class) desk, still holding my box. "Hey, Judith, look at Shelley's hamster!" cried Jill. I had seen Shelley's hamster a hundred times so I didn't bother to look. "Well, look at what I found on my way to school instead." The class turned their heads. I held out the box. "Wow!" they exclaimed, following me to my desk. "Have you put anything in the slot?" asked Chris.

"Nope," I told him. "I haven't had time.

"Well, put something in it now!" cried Janet. I ripped out a piece of paper out from my binder and wrote my name, Judith How, on it. After that I put it in the box's slot.

It beeped twice and said with a voice like a computer, "Push the green button." I did. The crystal ball started spinning slowly and on it I saw an image of a lady. The speaker said, "Here is yourself all grown up. You will be a secretary at Ardrossan School and then you'll quit and work at McDonald's. You won't get married but you will adopt 2 girls named Nicole and Michelle." All this time the picture on the crystal ball had been changing to match the story. Then the picture faded away.

"A fortune telling box!" yelled the class. They all wanted to have their fortunes told. Even the teacher joined in. And do you know what? We didn't have any work that morning!

**GENERAL IMPRESSION MARK = 12**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 4 |
| 2. | Word Choice | 5 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 4 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 4 |
| 8. | Punctuation and Capitalization | 5 |
| 9. | Spelling | 5 |

**SAMPLE 2**

The Mysterious Box

As I left home one morning for school I found a box. When I saw the box I felt very curious and urged to open the box, but, I said to myself. "What if there's a bomb or something like that inside?" So I decided to hide it behind some bushes until I got home from school.

All through school I felt verry tense too rush home and open the box, but, I knew it had to be almost 3:30. So, I decided too wait.

When the bell rang I ran as fast as I could all the way home. Then, I took the box out of it's hiding place and looked at it once more. It was light brown and as big as a trunk. I finally decided too open it.

After I took off the cover I saw another box slightly smaller than the first. I opened the second box. This time I was suprised to find a box that had a whole bunch of knobs and buttons on it. There was a button that said "push". So, I decided to push it.

When I pushed it a big thing blew up It looked sort-of like a balloon but with more technological features.

Since there was a place to put things in like normal balloons, I climbed aboard.

I discovered how to control it and lifted off.

In a few seconds I found myself on a planet called "Hoatzin" in the star system "Vega". Suddenly, I was surrounded by drooling look-alike crocodilians.

I jumped back in the craft, which had amazingly changed into a shuttlecraft, and blasted off.

Somehow, I landed right in my bed awake. I noticed that the hole thing was a dream.

I said to myself. "Two times the schoolwork for just one day!"

**GENERAL IMPRESSION MARK = 8**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 4 |
| 2. | Word Choice | 5 |
| 3. | Focus or Theme | 4 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 5 |
| 8. | Punctuation and Capitalization | 5 |
| 9. | Spelling | 5 |

**SAMPLE 3**

Back Into Time

As I left one morning for school, I found a box that was very odd. It was about 3 feet high & 1 foot wide. It had a door to it with some pink and black stripes on it. I was so curios that I had to go inside. I pushed the door in and it opened so I went inside. I was dark. I was in it for about 10 minutes, and I felt dizzy. I closed my eyes for a few seconds then opened them. I pulled the door and it opened. A strong wind brushed my face. I looked around and saw trees and grass. As I steped out of the box I got scared. Behind me was a dinosaur. I screamed for help but no one seamed to hear me. The dinosaur came closer and closer. In the strong wind the box blew away. I wached as it went farther and farther. How was I suposed to get home now! Just then the dinosaur and I were right in front of each other. I must of fainted or something because the next thing I knew I was in some kind of jungle and right over top of me was a Duck Bill dinosaur. I thought she would have to be nice if she brought me here when I fainted. She gave me some leaves to eat, I was starving so I ate them. They didn't tast that bad. It was cold and damp outside and I was tierd. I felt a cold breez tangle through my long hair. I was hungry and thirsty. The dinosaur layed down beside me and kept me warm all night long.

The next morning when I woke up I saw the Dillby (thats what I named her) fighting with a Brontosaurus! I rememered that I had a pack of matches in my pocket. I took them out and looked for a long stick. When I found one I roped my jaket around it at the end took a match lit it, and put my stick on fire and then put the Brontosaurus on fire. He died. I ran to find Dillby that was lying down in some dirt. She made a little noise and then

died. A teer roled down my cheek. Then I heard something in the bushes. I looked up and saw the box. I rushed towards it. When I arrived I opened the door and went inside. I felt dizzy again so I closed my eyes but to my surprise I woke up in my bed. It was only a dream.

**GENERAL IMPRESSION MARK = 7**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 5 |
| 2. | Word Choice | 5 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 4 |
| 8. | Punctuation and Capitalization | 4 |
| 9. | Spelling | 4 |

**SAMPLE 4**

The great Box

As I left hom one mrning for school and I found a box. And I was wondering what was in it. So I brot it to school

Then when I got to school I put it in my bag. GRAHAM HOW COME YOUR LATE IIIII work up late. HOW COME My mom tooke me out. 5 hours later BZZZZZZZZ school is over. bye bye bye bye Mom I fond a box. What's in it

I don't no. Well open it up 'O.K.' Mom there is 3 bank's inside. But you have to put a dollar in each one. O.K. Put it in the backyard. O.K.

**GENERAL IMPRESSION MARK = 3**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 1 |
| 2. | Word Choice | 1 |
| 3. | Focus or Theme | 1 |
| 4. | Ideas | 1 |
| 5. | Choice of Details/Elaboration | 1 |
| 6. | Sentence Structure | 1 |
| 7. | Usage | 3 |
| 8. | Punctuation and Capitalization | 1 |
| 9. | Spelling | 3 |

# CHAPTER 4

## RESULTS OF REPORT WRITING

This chapter presents a summary of the scores assigned on the report writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 5 contains four sample reports along with the marks assigned by the provincial scorers.

### General Impression Marking

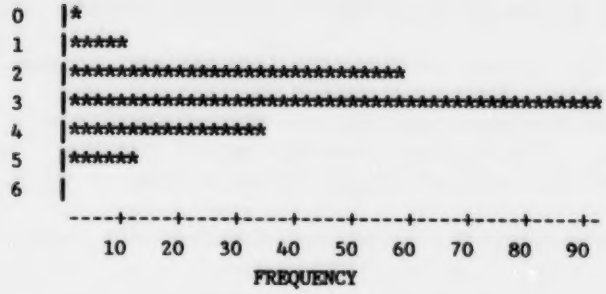
| G.I.M. SCORES (TWP SCORES COMBINED) | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | * | 2 | 2 | 1.0% | 1.0% |
| 1 | | 1 | 3 | 0.5 | 1.4 |
| 2 | | 1 | 4 | 0.5 | 1.9 |
| 3 | *** | 7 | 11 | 3.3 | 5.2 |
| 4 | ****************** | 34 | 45 | 16.2 | 21.4 |
| 5 | ***************** | 32 | 77 | 15.2 | 36.7 |
| 6 | ********************************** | 67 | 144 | 31.9 | 68.6 |
| 7 | ******************* | 37 | 181 | 17.6 | 86.2 |
| 8 | *** | 7 | 188 | 3.3 | 89.5 |
| 9 | ****** | 13 | 201 | 6.2 | 95.7 |
| 10 | **** | 8 | 209 | 3.8 | 99.5 |
| 11 | | 1 | 210 | 0.5 | 100.0 |
| 12 | | 0 | 210 | 0.0 | 100.0 |

10 20 30 40 50 60 70
FREQUENCY

Mean: 5.93
Standard Deviation: 1.80

## Analytic Marking

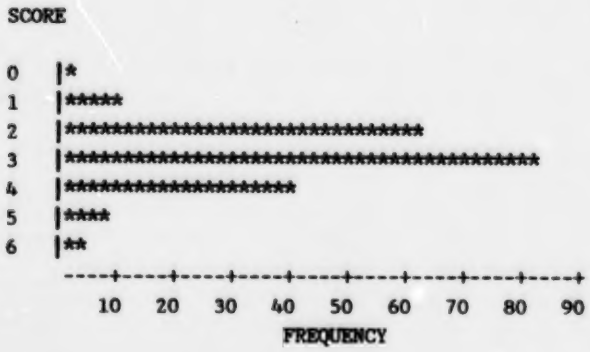
### 1. ORGANIZATION AND SEQUENCE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 11 | 13 | 5.2 | 6.2 |
| 2 | 58 | 71 | 27.6 | 33.8 |
| 3 | 93 | 164 | 44.3 | 78.1 |
| 4 | 34 | 198 | 16.2 | 94.3 |
| 5 | 12 | 210 | 5.7 | 100.0 |
| 6 | 0 | 210 | 0.0 | 100.0 |

Mean: 2.87
Standard Deviation: 0.97

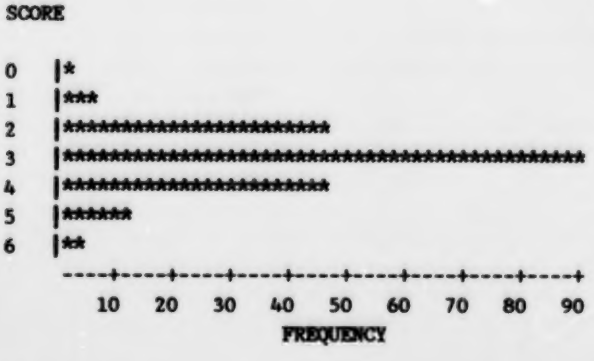
### 2. WORDING AND STYLE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0 | 1.0% |
| 1 | 10 | 12 | 4.8 | 5.7 |
| 2 | 62 | 74 | 29.5 | 35.2 |
| 3 | 83 | 157 | 39.5 | 74.8 |
| 4 | 40 | 197 | 19.0 | 93.8 |
| 5 | 9 | 206 | 4.3 | 98.1 |
| 6 | 4 | 210 | 1.9 | 100.0 |

Mean: 2.91
Standard Deviation: 1.05

### 3. FOCUS OR THEME




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 3 | 3 | 1.4% | 1.4% |
| 1 | 7 | 10 | 3.3 | 4.8 |
| 2 | 46 | 56 | 21.9 | 26.7 |
| 3 | 91 | 147 | 43.3 | 70.0 |
| 4 | 47 | 194 | 22.4 | 92.4 |
| 5 | 12 | 206 | 5.7 | 98.1 |
| 6 | 4 | 210 | 1.9 | 100.0 |

Mean: 3.07
Standard Deviation: 1.05

## 4. IDEAS

| SCORE | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | * | 2 | 2 | 1.0% | 1.0% |
| 1 | **** | 8 | 10 | 3.8 | 4.8 |
| 2 | ********** | 51 | 61 | 24.3 | 29.0 |
| 3 | ********** | 91 | 152 | 43.3 | 72.4 |
| 4 | ********** | 39 | 191 | 18.6 | 91.0 |
| 5 | ******** | 16 | 207 | 7.6 | 98.6 |
| 6 | * | 3 | 210 | 1.4 | 100.0 |

10 20 30 40 50 60 70 80 90
FREQUENCY

Mean: 3.03
Standard Deviation: 1.05

## 5. CHOICE OF DETAIL/ELABORATION

| SCORE | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | * | 2 | 2 | 1.0% | 1.0% |
| 1 | ***** | 10 | 12 | 4.8 | 5.7 |
| 2 | ********** | 53 | 65 | 25.2 | 31.0 |
| 3 | ********** | 87 | 152 | 41.4 | 72.4 |
| 4 | ********** | 37 | 189 | 17.6 | 90.0 |
| 5 | ******** | 17 | 206 | 8.1 | 98.1 |
| 6 | ** | 4 | 210 | 1.9 | 100.0 |

10 20 30 40 50 60 70 80 90
FREQUENCY

Mean: 3.02
Standard Deviation: 1.10

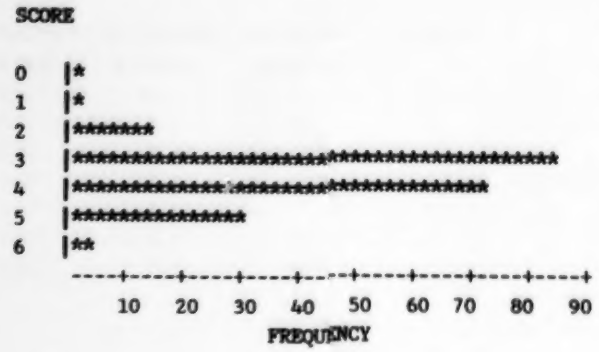
## 6. SENTENCE STRUCTURE

| SCORE | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | * | 2 | 2 | 1.0% | 1.0% |
| 1 | *** | 6 | 8 | 2.9 | 3.8 |
| 2 | ********** | 43 | 51 | 20.5 | 24.3 |
| 3 | ********** | 92 | 143 | 43.8 | 68.1 |
| 4 | ********** | 50 | 193 | 23.8 | 91.9 |
| 5 | ******* | 14 | 207 | 6.7 | 98.6 |
| 6 | * | 3 | 210 | 1.4 | 100.0 |

10 20 30 40 50 60 70 80 90
FREQUENCY

Mean: 3.12
Standard Deviation: 1.01

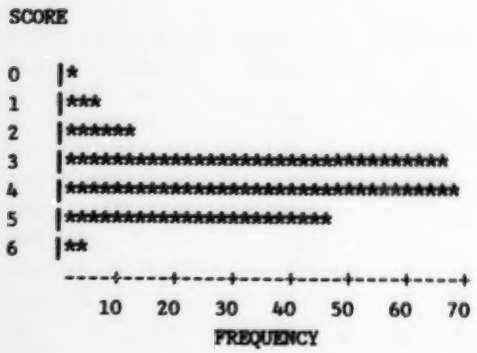
## 7. USAGE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 2 | 4 | 1.0 | 1.9 |
| 2 | 14 | 18 | 6.7 | 8.6 |
| 3 | 84 | 102 | 40.0 | 48.6 |
| 4 | 72 | 174 | 34.3 | 82.9 |
| 5 | 31 | 205 | 14.8 | 97.6 |
| 6 | 5 | 210 | 2.4 | 100.0 |

Mean: 3.60
Standard Deviation: 0.99

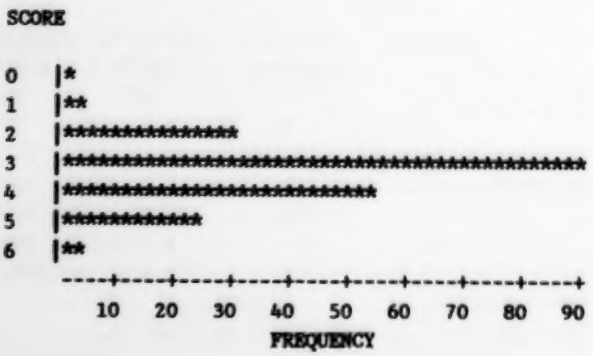
## 8. PUNCTUATION AND USE OF CAPITALS




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 7 | 9 | 3.3 | 4.3 |
| 2 | 13 | 22 | 6.2 | 10.5 |
| 3 | 67 | 89 | 31.9 | 42.4 |
| 4 | 69 | 158 | 32.9 | 75.2 |
| 5 | 47 | 205 | 22.4 | 97.6 |
| 6 | 5 | 210 | 2.4 | 100.0 |

Mean: 3.69
Standard Deviation: 1.12

## 9. SPELLING




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 2 | 2 | 1.0% | 1.0% |
| 1 | 4 | 6 | 1.9 | 2.9 |
| 2 | 31 | 37 | 14.8 | 17.6 |
| 3 | 90 | 127 | 42.9 | 60.5 |
| 4 | 54 | 184 | 25.7 | 86.2 |
| 5 | 24 | 205 | 11.4 | 97.6 |
| 6 | 5 | 210 | 2.4 | 100.0 |

Mean: 3.34
Standard Deviation: 1.06

# CHAPTER 5

## SAMPLES OF REPORT WRITING

This chapter contains four sample products on the report writing task. This task required students to write a report on an animal on the basis of research that they had already done. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 4 presents a summary of the results on this task for the provincial sample.

### SAMPLE 1

Giraffes

I chose giraffes for this report because I find them interesting and I wanted to learn more about them. I hope, after reading this, you'll have learned something about giraffes that you didn't know before.

Description

Giraffes are mammals. They have patterns of black and brown spots all over their bodies except on the bottom of their legs. There are different types, or subspecies, of giraffes, which have different shapes and sizes of spots, such as the Nubian, the Masai, and the Reticulated. No two giraffes, even if the same subspecies, will have exactly the same markings. Giraffes also have very hard hooves, a black tail, and a short mane down their long neck.

Mating-Babies

Female giraffes live in herds. When a male is ready to mate, he will join a herd, follow a female around for a few days, mate, and then leave. Female are pregnant for 15 months before giving birth to one baby. Twins are born occasionally. Giraffes give birth standing up. When the babies are born, they weigh 68.2 kilograms and measure 1.8 meters. Baby giraffes, called calves, can stand from first day of birth.

Family

Giraffes are descended from long-necked animals which are now all extinct. Their only close living relative is the Okapi. The Okapi has a long neck but it is shorter than giraffes. Okapis are mostly black with brown stripes and a bit of white. Male giraffes, called bulls, can weigh up to 1,363.6 kilograms and can grow to be between 4.6 meters and 5.2 meters. Female giraffes, or cows, weight around 1,136.4 kilograms and measure about 14 feet.

Food

Giraffes will eat almost any kind of leaves, but the leaves from acacia trees are their favorite. A full grown bull may eat 74 pounds of acacia leaves per day in the wild. Giraffes' stomachs are divided into four parts. After their food has been swallowed, it is coughed up, or regurgitated, chewed and swallowed again. The leaves they eat are so moist that giraffes barely ever need to drink. When necessary, however, giraffes will go to a water hole and drink.

Special Features

The giraffe's long neck has the same number of bones as yours and mine: just seven! They have large lungs in proportion to their bodies so they can pump air in and out through their long neck. Without this extra size, giraffes would never get any fresh air. They also have an oversized heart and higher blood pressure than any other animal. Giraffes have two horns on their head, which get bigger as they grow. Surprisingly, giraffes can gallop as fast as 56.5 km. per hour, but they tire easily and prefer to walk.

Enemies

Humans are sometimes enemies to giraffes because they take away their home. Other large animals, such as lions, will only attack calves when alone.

Life Expectancy

If healthy and strong, giraffes can live to be at least 25 years old.

Habitat

To giraffes, the African plains are home, but some are taken to wildlife parks and zoos.

I have had fun writing this and I hope you've enjoyed reading it.

**GENERAL IMPRESSION MARK = 11**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 5 |
| 2. | Word Choice | 6 |
| 3. | Focus or Theme | 6 |
| 4. | Ideas | 6 |
| 5. | Choice of Details/Elaboration | 6 |
| 6. | Sentence Structure | 6 |
| 7. | Usage | 6 |
| 8. | Punctuation and Capitalization | 6 |
| 9. | Spelling | 6 |

**SAMPLE 2**

The Tiger

The tiger is a wild animal. It's the bigest member of the cat familly. It's admired by it's strength and beauty. His color is from a brownish-yellow to an orange-red with black stripes. The tiger also has some ruff fur around his head. He weighs about 420 pouns. He is about 9 feet long including his 3 feet tail. The female hower is 8 feet long including her 3 feet tail.

The tiger's were only found in Asia before the 1800's.

The tiger eats deer, antalope, wild pigs, wild oxens, and frogs. Some even atack elephant calfes. They especialy like porcupines although thier quills sometimes stick to them and may cause wounds.

The tigresse usually has a litter of 1 - 4 cubs. The cubs stay with thier mother until thier 4 and know how to hunt on thier own. The cubs have wooly furs until they are 3 or 4 years old.

The name of the tigers are: female, tigresse, male, tiger, baby, cub.

Although the tiger looks weak, it is strog and can run real fast.

Tigers are beatiful don't you agree?

**GENERAL IMPRESSION MARK = 8**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 3 |
| 2. | Word Choice | 3 |
| 3. | Focus or Theme | 3 |
| 4. | Ideas | 3 |
| 5. | Choice of Details/Elaboration | 3 |
| 6. | Sentence Structure | 3 |
| 7. | Usage | 4 |
| 8. | Punctuation and Capitalization | 4 |
| 9. | Spelling | 2 |

**SAMPLE 3**

The Jaguar

The animal that I have selected is the Jaguar. The Jaguar belongs to the cat family. It is six to eight feet long including his $2\frac{1}{2}$ in. tail. It has yellowish brown fur with black spots that look like broken rings.

It lives in the American continents (South America North america). Mainly in South America except for Patagonie. It lives in forests along the Amazon river.

It is a meat eater therefor it must hunt for its food. The way it hunts is either by persuing and attacking or by leaping from the branches of a tree onto its prey.

The food it eats is deer, agoti, pecarry, tapir and water turtles.

The Jaguar has only one enemie, MAN. He hunts them (illegaly) for fur.

Because the Jaguar has an enemie it must have a defence Unfortunately not. The poacher usually wins the battle.

As you can see the Jaguar is a beatiful graceful animal, it is one of the most ferocious but peaceful animals in the world.

**GENERAL IMPRESSION MARK = 7**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 4 |
| 2. | Word Choice | 4 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 4 |
| 7. | Usage | 5 |
| 8. | Punctuation and Capitalization | 5 |
| 9. | Spelling | 5 |

**SAMPLE 4**

The Most dangerous shark

The most dangerous shark in the world is the great white he's been saw tropical and warm waters. The great white attacks swimmers and small boats for ne reasons and his apetite is huge he eats sea lions, dolphins and penguins and much, much more the regular female and male mesure up to 15. And there are 376 kinds of sharks.

**GENERAL IMPRESSION MARK = 4**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 2 |
| 2. | Word Choice | 2 |
| 3. | Focus or Theme | 2 |
| 4. | Ideas | 2 |
| 5. | Choice of Details/Elaboration | 2 |
| 6. | Sentence Structure | 2 |
| 7. | Usage | 3 |
| 8. | Punctuation and Capitalization | 2 |
| 9. | Spelling | 3 |